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C. C. CHASE, EDITOR OF THIS NUMBER.

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A PETITION

TO THE TEACHERS OF THE STATE.

AMONG all the societies formed for the promotion of the rights of men and women, — of clergymen, physicians, teachers, &c., I know of no combination for the defence of the rights of the girls and boys. We are a numerous and important class, and yet are at the mercy of our superiors in regard to all the rules and responsibilities of life. We presume this is all right, but yet we cannot help thinking that sometimes, even in the school-room, we are subjected to some treatment which it would be difficult to vindicate or explain. Now we humbly beg to have some things explained. This we claim as one of our rights. Or is it true that we have no rights? Pray tell us, then, when we begin to have them. Is it at the age of 15, or 18, or 21?

Now my teacher flogged me horribly the other day, for chewing gum, while at the same time he had in his mouth a quid of tobacco so big that my bit of gum could hardly begin to compare with it. I suppose I had no right to tell him what I thought of it, though he did not hesitate to speak pretty plainly what he thought. I wish only to know how old I must be, before, instead of being whipped for chewing a neat bit of gum, I shall enjoy the right of chewing such dirty stuff as tobacco, and of flogging all the younger chaps about me for presuming to eat anything at all.

Again, the regulations of our schools say that both teachers and scholars shall be in their proper places at nine o'clock in the morning. Now I am obliged to obey this law to the very

letter, while some of the teachers of our school make no pretence of obeying it, except when convenient. How old must I be before I can assume the dignity of violating rules without punishment?

I think I respect my master, but I verily believe that if I made as much noise at my bench as he does at his table, in banging about his chairs, books, &c., I should be flogged for it every week.

When I make a promise to my master, I am obliged to keep it, but I get more than half my floggings because my master seems to feel under no obligation to keep his promises to me. The way it happens is this: My master gets out of patience and bristles up, and says, "Now the first boy, and every boy that I see eating apples in school,—I'll flog him." Well, this seems all right, and I am careful to keep my apples in my bench till recess; but, in a day or two, I see my friends, Tom, Dick, and Harry, and half a dozen more, all about me, chewing away at their apples as freely as you please. My master sees them, but says nothing, and I conclude that he made the rule because he was out of patience, and did not really intend to do what he said. So I practise accordingly. However, after I have eaten a few apples unmolested, before my master's face, and am engaged very happily in munching another, he happens to get into one of his fretful moods, and I suddenly hear him exclaim, "Peter, come out here. Didn't I tell you I would flog you for eating apples? Hold out your hand. \* \* \* There, now, take your seat, and mind your book, or you'll get a worse flogging next time." Well, I feel horribly provoked at him, for whipping me because he has lost his temper, and make up my mind not to be quite so green the next time. So I watch him, and when I am sure that he feels pretty well, I take out my apple and eat at my leisure, keeping an eye out all the time, mind ye, lest the master should happen to get his "dander up" before I chance to notice it. When that happens, I assure you I am pretty shy; but I get into the habit of munching in school, and I have so many fine chances for it when my master is in a pleasant mood, that the inducements to hold on to the practice are so strong that I can't make up my mind to leave it off. So it is with all my other bad habits as a scholar. If my master would keep his word, and stick to his rules in regard to them, I should save a great many whippings and be a better boy. But as it now is, we are permitted to have just enough fun to bait us on, and keep us nibbling, and dodging, and getting whippings. And so it goes. When our master is in a quiet state of mind, we are in fun up to the eyes; but woe to the boy who don't dodge him, and keep pretty shy, and draw on a long face when he raises his

quills. I am for a reform in this matter. When you teachers say, "No munching," "No snowballing," stick to it, and we boys and girls will look out for ourselves, and save you a heap of trouble, and ourselves a host of strokes and reproofs.

I also claim the privilege of complaining of all my teachers for forgetting that I am a boy, and not a man; and that, although my perceptive faculties are so good that I can distinguish between a horse and a sheep as well as they, yet the time has not arrived for the full development of my reasoning powers; and if I cannot explain all the steps in solving a problem in Algebra, or even in Vulgar Fractions, as logically as they, it is hardly pleasant to be called a blockhead, or a dunce. Let them lay the blame upon my age, and not upon myself. Let them not forget that they were once young, and that, even in the simple study of Arithmetic, there were then some things hard to be understood. Be patient, teachers, we are growing as fast as we can; twelve months hence we shall be a year older.

But my most grievous complaint is yet to come. I do not refer to the fact that my teachers have always been in the habit of trying to make visitors who chance to call, believe that the school happens to be in an unusually disorderly state just at that time, when the truth is that we are almost uniformly more orderly on such occasions; for in these apologies, false as they are, is simply discovered a common weakness in human nature. Although we feel ashamed of our teachers in such cases, we are ready to pardon them, for they should be allowed to put the best side out, when the best is none too good. But we do complain of being made, on such occasions, the tool of our teachers' falsehood and deception. To speak plainly, we are not willing to be made, before visitors, to appear, as a school, what we are not. I, for instance, am conscious of being no very great geographer; but having learned once, by special order, the route from Harrisburg to Cincinnati, so that I could repeat the names of all the railroads, canals, cities, villages, battle-grounds, mountains, rivers, lakes, &c., &c., on the way, I am called out by my master almost as often as a visitor enters the school-room, to rehearse this identical lesson; and so I am set down by the visitors as a remarkable geographer, my teacher as a splendid teacher, and our school as a first-rate school. For other boys, too, have conned a similar lesson, and they too join in the farce. Now if my teacher would frankly say to the visitors, "Gentlemen, this boy, Peter Jones, has been some six months, or less, rehearsing the 'route from Harrisburg to Cincinnati,' and, inasmuch as the class would make a very unfavorable impression upon you if I should demand them to recite their regular, ordinary lesson, I wish

you to allow him, and others like him, to entertain you, in the hope that you will leave the school when they are done," — why, then I would, though reluctantly, comply. I would respect my teacher's honesty, though not his manliness. But as it now is, to see him adroitly slide off from a common, dull, every-day recitation, the moment a stranger opens the door, and call out, "Peter, route from Harrisburg to Cincinnati;" "Thomas, route from Charleston to Pittsburg," I confess I am ashamed of *him*; — to repeat the farce I am ashamed of myself; — to hear the flattery of the visitors, I am ashamed of them, and of the school, and of every body. The truth is, we boys and girls really know less than people think we do; and if our examinations were not "cut and dried," and a general system of humbuggery were not carried on in some of our crack schools, the community would agree with me.

Do not misunderstand me. I do not object to "cut and dried" examinations, if they are honestly conducted. Let the teacher frankly say, "Ladies and gentlemen, I propose to examine this class in Arithmetic, on the fifth chapter, on which I have drilled them three weeks for this special occasion, and they would break down in any other part of the book," — then I will not complain. But I do complain of being made a tool of my teacher's ambition, in playing a false part before my friends, and raising expectations in their minds, only to disappoint them when the truth is known.

I cannot help thinking that this question has some moral bearings, in respect to the formation of our characters, which parents and committees would do well to consider; but I will leave this feature for older heads.

Begging the excellent teachers of the old, honest Bay State, to give my complaints a candid hearing,

I am your most obedient

PETER.

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### THE GOOD AND BEAUTIFUL.

MAN is so inclined to give himself up to common pursuits, the mind becomes so easily dulled to the impressions of the beautiful and perfect, that one should take all possible means to awake one's perspective faculty to such objects, or no one can entirely dispense with these pleasures; and it is only the being unaccustomed to the enjoyment of anything good that causes men to find pleasure in tasteless and trivial objects, which have no recommendation but that of novelty. One ought every day to hear a little music, to read a little poetry, to see a good picture, and if it were possible, to say a few seasonable words. — *Goethe.*



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"rimisque fatiscunt."

### "LEAKY VESSELS."

IF there is a turn of disposition more than any other unfortunate in its influence upon the little community over which he presides, and productive of endless vexations to himself, it is that of the "leaky" teacher.

By this I indicate the man, who, from whatever motive, attempts to guide, by precept and example, the inquiring and capacious comprehensions of the young in the acquirement of knowledge, — to meet the exigencies of their physical activity in the school-room, their love of out-door sports, their dreams of future exploits in life, their indolence often, their roguery always, their acuteness in asking puzzling cross-questions, their sagacity in fathoming the intent of sage regulations, their skill in escaping detection of offence, and their eloquence in averting the punishment of it when detected, — while possessing in himself neither the well-balanced judgment that rightly plans, nor the tenacious memory that always retains, nor the unbending will that fails not, in small or large things, to execute.

The "leaky" teacher is often a man of great energy of character, and of high aims. He not infrequently accomplishes much for a time, and in a particular direction. He *may* know, he frequently *does* know, the theory of a good school by heart; nay, farther, he may in his simplicity suppose his own such; but whoever shall sit down by his side for a day, and scrutinize his manner of conducting recitations, appointing lessons, smoothing difficulties, settling matters of discipline, will not give him the credit which he takes to himself. What matters the strictness of his regulations, if he forgets again and again to enforce them? What matters the length of his lessons, and the extent of his school curriculum, if his pupils stumble on every rood of the race, because he has "leaked" in his care to investigate their defects and insure their proficiency? Of how much consequence are his lessons in politeness, backed by his own example though they be, if, while he discusses the last disquisition of Willis on marriage etiquette, they star the ceiling with paper pellets, or trample their neighbor's sittings with seven-league boots?

And yet how many an unhappy young teacher and more unhappy old one, are in our good Commonwealth to-day endeavoring to push and pull and drive unwilling wights of little stature up the hill of Science, while this troublesome defect of "leakiness" inheres to such a degree in their constitutions and habits, that they constantly continue to groan, "Who is sufficient for these things?" How many struggle this week to stop

whispering, while idleness gains headway, and next week to drill two promising orators on some dialogue, while a hundred others more eloquently act over a real combat.

Now while it is true that one thing should be done at a time, and *but* one, the teacher, if he would not "leak," must see that it be *really* done; and when so finished, that it remain so, as far as it is possible for anything human to remain. Let not what he has accomplished in discipline or instruction be dismissed from the mind, but let him "make a note on't," and be sure that no past effort that has once taken effect, be lost. Let him adopt the motto of "Get all you can, and what you get, hold," in regard to school advancement, and he will find that he possesses the true philosopher's stone.

Finally, let every teacher who feels his hands all the time to be more than full, and yet, in his own view, at the end of the week or term, seems to have accomplished nothing, diligently inquire whether he has not numerous "leaks" which might be stopped by the application of proper diligence, and thereby increase his own usefulness in the profession, and, what is more, attain a higher, well-founded self-respect. K.

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### THE SELF-REPORTING SYSTEM.

It is not proposed, in the present article, to enter fully upon the discussion of the subject in question, but to add to what has already been said and published, a few practical suggestions. In discussing such a subject, it should be admitted by all parties, that the *success* of a regulation, in respect to securing *order in school*, does not necessarily vindicate its *adoption*. The pirate's motto: "*Dead men tell no lies*," is abundantly successful and efficient in securing the pirate's object, but still he is a murderer. We have heard of a teacher who has succeeded admirably in keeping quiet those little mischievous urchins who inhabit the front seats, by threatening to eat them or throw them upon the fire, yet few would justify his course.

The sabbath school teacher, of whom a friend lately told us, who endeavored to secure order in her class by assuring her little pupils that they would go to the bad place if they did not keep in order, is not to be praised for her skill or success in government. Most freely do we acknowledge that the self-reporting system is a very efficient means in securing order in the school-room; for, to the credit of the American youth, the great majority of almost any school will confess the truth,

and, of course, will be greatly influenced by this practice, to avoid the violation of the laws of the teacher. We conceive the true question for discussion to be this: Does the practice of self-reporting reward falsehood, and discourage honesty, and thereby trifle with and impair the moral purity of the young?

With the teacher who prizes the reputation of his school, for quiet and order, above the moral purity of his pupils, we have not a word to say. Let him adopt the self-reporting system; he will find that it will answer his purposes admirably; nor will he sacrifice the consistency of his character. But of the honest, faithful, religious teacher, we wish to ask a few simple questions: Why, in the government of adults, have the wisest statesmen of all ages, uniformly rejected the self-reporting system? Have boys more honesty, firmness, moral principle, courage, or conscience than men? Have the teachers of New England just discovered a secret in human government, which the wise men of all ages past have never dreamed of? Then let this wonderful discovery be proclaimed to the world. Let the constabulary force of every state and city be disbanded, and let the newly discovered system of self-reporting be adopted in its stead, by which, on every Saturday night, every citizen will report to the proper officer, how many thefts he has committed, how many customers he has cheated, how many falsehoods he has told, of how much meanness he is conscious, and of how many petty crimes and misdemeanors he has been guilty, during the week. Now the very school-boys of this generation are to be the citizens of the next, and if the self-reporting system is adapted to them now, why will it not be equally adapted to them when they become men? Surely, their principles will then become established, their moral courage confirmed, and they cannot fail to pay their full amount of taxes without assessor or collector, and to make a clean breast of their crimes, without sheriff, justice, judge, or jury. What statesman would not cry shame on the attempt to introduce such a system into civil government? We cannot but suspect that, if its advocates in the school-room did not find it so subservient to their purposes, they would soon begin to learn that it is both dishonest and unjust.

But the great, and, we believe, unanswerable objection to this system, is that it offers a premium for falsehood and dishonesty, an objection which Cicero, a pagan philosopher, presented in an admirable stroke of irony, nearly two thousand years ago.

"Call in your slaves, call in Casca, call in Ruscio."

"Did Clodius waylay Milo?"

"He did."

"Drag them instantly to execution."

"Ah! Ah! He did *not*."

"Let them have their liberty."

"What can be," exclaims the orator, "a more satisfactory mode of examination than this?"

"John, have you violated any rules to-day?" No, replies the little liar. "Excellent boy, I have rewards in store for boys like you."

"James, have *you*?" I have, sir; I cannot lie, says the honest boy; and his reward is the ferule or the rod.

Let not a Christian practise what a pagan scorned.

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### DIVISION OF LABOR.

It is generally conceded that our fathers did wisely in limiting the studies in our common schools to the few fundamental branches. It was wise in their times; and it may well be doubted whether the introduction of other branches in our times is productive of more good than evil. Certainly the proper limit is now transcended; and those fundamental branches are crowded from their proper place: else why is it that, with all the modern improvements in the means of education, we witness such gross deficiencies in those primary studies?

It does not appear that the human mind is more capable now than it was two centuries ago. It required time to act then; and now it cannot dispense with time in attaining to excellence in any department of study. It is in vain to expect school children, in the limited time of their school days, to attain to excellence even in the necessary branches, if their attention be much diverted to other studies. Teachers must have observed the gradual diminution of the school days of their pupils. Their boys leap suddenly into young men, no longer to submit to "tutors and governors;" and their girls with equal facility "come out" at "sweet sixteen." What they have to do therefore must be done quickly, if at all, for a large portion of their scholars. Teachers need to know all the modern improvements in their profession, and to apply vigorously such labor-saving expedients as are accessible to them. We might expect however that, even under these discouragements, with the higher qualifications of teachers, and the increased facilities for imparting instruction, the regular attendants upon school should be perfected in the fundamental and some additional studies.

We are led to conclude not only that too many studies are permitted to divide the attention of scholars, but also that perfection in teaching is not yet generally attained. Is there as



much inventive power exerted among teachers as in other professions to devise improved and labor-saving methods of enhancing their usefulness? True, no speed in teaching can avail beyond the scholar's ability to learn. But that ability may be increased by favorable appliances; and teachers are responsible to their pupils for the best of those appliances.

We have often wondered why the principle of division of labor is not more extensively applied in schools where the number of teachers admits of its application. So far as our observation extends, teachers dislike the monotony of teaching one or two branches exclusively; each prefers to teach in the whole round of studies. It would seem, however, that if the practice were different, better results would be witnessed. Though the monotony should be tedious to the teacher, that should not be allowed to stand in the way of the pupil's progress. But it is believed that a teacher who is sufficiently zealous in his work, would experience no such tediousness. The delight of such a teacher is the rapid improvement of his scholars, and while he can behold that, he will not think of his own sacrifices.

This principle is especially applicable in the department of writing. Great skill in writing and in teaching penmanship is not much dependent upon accurate knowledge in the other school studies. Writing is to a great degree a manual exercise; and skill in it must be acquired by practice. But that practice under the direction of a skilful and faithful teacher, who teaches in that department only, must be more successful than under teachers whose attention is mainly devoted to other and entirely different subjects.

Writing is very justly esteemed one of the fundamental branches of common school education; and its relative importance is perhaps increasing from year to year. Not only does ordinary business demand a fair, legible hand, but the multiplied correspondence induced by cheap postage, demands a rapid and elegant hand; and the prolific brain in the literary world requires ability to seize and record the evanescent thoughts as they fly.

The fact that some of our recent legislative records require re-writing to render them worth preserving, is no more creditable to our schools than to the political parties that elevate ignorance to responsible station.

Evidently something more efficient is necessary to meet this increasing demand upon our schools, not only in the department of writing, but in all departments; and what promises so much, and can be so easily adopted, as the assigning of each branch of education to its particular teachers? Our colleges and the highest order of schools have ever been conducted upon this plan; and we are persuaded that, where it is practicable, its adoption would be equally advantageous in our common schools. R.

## NEW PUBLICATION.

TREATISE ON AXE-HANDLES: BY ZEDEKIAH CRANE.

THE writer of this article, in the onset, wishes frankly to say that not having had his usual amount of fees allowed him for pledging himself to puff the above work, he feels himself under no obligations to give it more than a passing notice. If people now-a-days want their books noticed, they must pay; for we professional puffers assure them that we graduate the amount of "sodder" by the amount of "tin" we get for it. Having premised thus much, we proceed, professionally, to notice the treatise mentioned as above.

We live in an age of progress. Scarcely a week passes but some new luminary in science or art rises above our horizon. The press teems with new books, and every new book teems with new thoughts, and every new thought gives a fresh impetus to the progress of the age. Prof. Grimes, for instance, it is currently reported, has discovered a new definition to a straight line, and is forthwith to write a Geometry, to be followed by a whole series of mathematical works, to be followed by countless reams of puffs, to be followed by an army of agents, to be followed by countless petitions of teachers in favor of the introduction of these works into schools, and finally to be followed by the countless complaints of these very teachers, and the introduction of the more recent works of Prof. Higgins, who has proved that the old definition of a straight line is better than Grimes's, and has made great improvements in the mode of working the division of Decimal Fractions. And so the world is progressing. Every subject almost has a treatise written upon it, and if a man is ignorant in these times, it is because he will not read the books.

But of all the works published during the last half century, perhaps none will compare, for originality and depth of thought, with that of Zedekiah Crane on Axe-handles. The author, having for many years been a practical teacher, and being a son of the celebrated Ichabod Crane, is admirably qualified to undertake the task of reducing to a system so crooked a thing as an axe-handle. It is not too much to say, that he has met with entire success. The most difficult and irregular curves and crooks in the thing, have been clearly defined and named, and he has produced a work which will find access into every school in every civilized community. Read his lucid discussion of the big end of the axe-handle, page 219:—

"Q. What is the name of the curve D? (Referring to a figure.)

"A. It is the epicycloidal curve, which, if not made mathematically true, allows the hand to slip, and horrid consequences to follow.

"Q. What should be the section of the big end of the handle?

"A. A sub-elliptical oval, the only shape with which a fellow can chop with any kind of comfort."

But I have quoted enough. The book is bound to make a stir; to reform the whole science of wood-chopping; to affect all agricultural pursuits; to save great waste in lumber; to make fuel cheap; to do away with saws and saw-horses; to be introduced into schools, as aforesaid; to employ an army of agents; to make easy and agreeable the abstruse subject of wood-chopping; and, in general, to advance the welfare of mankind. Indeed it is difficult to conceive how our forefathers, ignorant as they were of scientific principles, ever learned to chop wood.

Allow me to urge every friend of education to aid in the circulation of this excellent treatise.

Published by the firm of Snubbs & Wiggins; 8vo, pp. 408.

PUFF.

P. S.—This treatise is to be followed by sundry others upon the Hoe-handle, the Shovel, and other practical subjects, all forming an invaluable library for any person intending to follow agricultural pursuits. Indeed the day cannot be far distant when a book shall be written on every possible subject, and all these books introduced into our schools. What a glorious time that will be for teachers!

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## BRICKS.

PASSING along a somewhat worn sidewalk in one of our cities a few days since, I amused myself with noticing and comparing the different aspects and conditions of the bricks which are so daily swept by the ceaseless tread of the thoughtless multitude. There they lay in hopeless helplessness, by thousands, side by side:—the dark and vitrified, the ruddy and cheerful looking, the pale and soft, supporters, by daylight and darkness, of the misery, the want, the pride, the crime and the purity, that flit across their faces. Some appeared to be little worn by their hard and downtrodden situation. With forms of iron, they have endured the rain, the snow, the frost, the dust and the sun, for perhaps a quarter of a century, and by all these rough contacts have only become the smoother and more serviceable

in upholding the public good. Others show the marks of time and attrition more distinctly, and their originally smooth and unfurrowed visages betray to a greater extent, the hard lot which has fallen upon their once tender and yielding forms. Another class seems to have fared much worse than the last, and by their cracked and crumbling corners and cavernous faces, give unmistakable indications that the places which now know them will soon know them no more.

It has occurred to me more than once since this passing notice given to the hardened clay beneath, that in many respects, man may not inaptly be compared to these brethren of common origin and destiny upon which he tramples. Like them he is a worn and wasting creature, subject to the accidents of wind, and storm, and frost, which relax and contract his powers of body, and at length break them. Like them he is trodden under foot thoughtlessly, and endures passively.

Sometimes, like the hard brick, he becomes polished, but not broken by the usage he receives; — sometimes, like the soft one, he is eaten up by care, and literally “worn hollow” by the passage of the world over his body and spirit. Friends desert him. Relations sink into the grave, and he misses the support of kindred blood. Riches crumble beneath his grasp like the apples of the Dead Sea, and bitter dust alone remains. The anchor of hope hardly holds bottom, and his prospects are shrouded in gloom.

What then? Are bricks of no use? and is man a useless mistake, an imputation upon creative wisdom? Far otherwise. He may be, in the “good time coming,” he will be, “a perfect brick;” not occupying his present lowly position, but crowning some turret of virtue, or built into some wall of unassailable moral beauty, worthy the admiration of passing seraphs, who shall, as they recall the lowly elements of his original station, wonder at the cunning hand that has wrought such striking results.

OMEGA.

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## READING IN SCHOOLS AND AT THE FIRESIDE.

THE thought must have occurred to one in the least degree familiar with the mechanical, humdrum method of teaching reading in our common schools and academies, that a reform is imperatively called for. It is the office of the school to teach not only the meaning of the punctuation marks, the proper inflections and intonations, the distinct enunciation and correct emphasis of words, and the blending of all these into a clear,



forcible style of reading, but to form, in some manner, a literary taste; to turn the attention of the scholar to the beauty of thought as well as to its outward form, and to implant in the young mind right principles. These two purposes of reading should never be separated in the mind of the teacher, and class books should be arranged with this in view. While this is true in the earliest stages of the child's progress in the art of reading, it is many fold more important as the mind advances in culture and maturity. If the reading exercise is dull and monotonous; if it does not call out some thoughts, and awaken some interest in the scholar, it soon becomes a formality to be gone through with—a task to be performed, and fails to educate the mind, or even to cultivate the vocal organs. When a mind is thoroughly imbued with a thought; when it catches the inspiration of a truth, there is no hesitation as to how the thought should be expressed; it *will* express itself truthfully and well. We regard it as self-evident, that when the scholar has been roused to activity; been made to feel that he has a direct individual interest in the subject matter of his reading—an immediate benefit to derive from it—the great point in good reading has been gained. We do not intend to say that no rhetorical rules are necessary; but only that a knowledge of these alone will never make one an effective, polished reader.

Another consideration is here worthy of notice. Before the scholar leaves the school for the active duties of life, a literary taste must, as a general rule, be formed, and its character determined. If the teaching has been such as to lead the mind to appreciate the beauties of sound thinking and good writing, it will hereafter seek for companionship with the best authors, and will go on to educate itself. If, on the contrary, no correct taste has been acquired, books are thrown aside as a weariness, and with the close of school days terminates all intellectual effort—all literary spirit. Physiologists tell us that coloring matter mixed with the food of an animal, will diffuse itself throughout the whole system, and give its tint even to the bones. So with reading—the mental aliment. It gives color to the very constitution of mind—hue and complexion to thought, and leaves its traces in the intellectual, moral, and social life. What the scholar reads in school and elsewhere, and how he reads, are matters which involve weighty consequences.

Two serious difficulties are in the way of the proper elevation of the standard of reading in our schools. The first is the incapacity—the want of refined taste and that culture which an extensive and thorough reading of the best authors can alone give—of the great mass of teachers; the second, the imperfection of the Readers made use of. Like instructors, like

pupils. The pedagogue whose thoughts never range beyond the covers of his text-books; whose clumsy hands never remove the husk which covers the living germ of truth; whose eye cannot see, and whose mind cannot appreciate the principles which underlie all science—cannot teach anything rightly, much less can he form the young mind to correct habits of thought, and lead it to the pleasant vales and mountain heights of literature. Again, a teacher of cultivation and taste can do comparatively little unless he can place in the hands of his scholars such reading as is calculated to elevate and refine, and placing himself on a level with them, discover for them the beauties of thought, and hold them up to admiration.

Hitherto there has not been, to our knowledge, a Reading Book for advanced scholars, which approximated in any considerable degree to this standard. But we bring tidings of emancipation from the old, ink-stained, thumb-marked, twentieth-time-read-over School Reader. The title of the book to which we refer is given below.\* It is composed of selections from the more prominent English authors of the nineteenth century, comprising extracts from the political, theological, ethical, poetical and literary productions of more than one hundred men and women of celebrity. The author prefaces each selection with a brief biographical sketch of the writer, and, to use his own language, says, "I have endeavored to represent the views and feelings of every author inserted, fairly and honestly: and where any one has shown that his heart was particularly and deeply interested in any one great subject, I have felt it my duty, without fear or favor, to let his views on that subject appear." By this method, we are made familiar with the peculiar characteristics of the individuals, and the scope and tendency of their writings, and the reader will be induced by the perusal of these extracts to extend his researches farther, and to make himself more intimately acquainted with the authors thus properly introduced to his notice. \* \* \*

We commend the volume of selections to the notice of every one who is interested in promoting intellectual and social culture, believing that its influence will be most happy. — *The Country Gentleman*.

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To say little and perform much is the characteristic of a great mind.

\* **ENGLISH LITERATURE OF THE NINETEENTH CENTURY:** Designed for Colleges and Advanced Classes in Schools, as well as for Private Reading. By Charles D. Cleveland. E. C. & J. Biddle, Philadelphia: C. M. Saxton, N. Y.

## EDUCATION IN THE UNITED STATES.

For the free instruction of the people, therefore, there are in the whole United States, in round numbers, 60,000 schools, which are supported at an annual expense of something less than six millions of dollars, of which sum more than half is expended by the two States of New York and Massachusetts. In this survey of the common school facts of the different States, we find little cause for boasting, though much for hope. For, though nearly every State in the Union has *recognized* its duty to see that no child within its borders grows up in ignorance, yet only a few of the States have taken up the subject of universal education with anything like the earnestness which its importance demands. Teachers generally are ill paid, and *hence*, ill qualified; and it is a startling fact, that the people of the United States pay quite half as much every year for the support of their dogs as they do for the education of their children. A well-informed man is still a rarity, and multitudes of the people "spell character with a k," and are ready to affirm, that "oats is cheaper than they was last year."—*Home Journal*.

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TO THE EDITORS OF THE "MASSACHUSETTS  
TEACHER."

IN the abstract of "Proceedings of the Massachusetts Teachers' Association," at its late meeting, published in the January No. of the "Teacher," I see my name erroneously set down in the list of those speakers who opposed "the Self-Reporting System of School Discipline," or doubted its general applicability, as an instrumentality in school government.

I do not suppose that I was misunderstood by the members of the Association, present at the discussion, and should not deem the inaccuracy in your report injurious, were there not, as I judge, essential principles of school philosophy and discipline involved in that discussion; regarding which, I neither desire to be neutral in opinion, nor to withhold my influence, however slight it may be, from those which should be adopted as rules of action.

I will not echo the sentiments of Mr. Mansfield's "Prize Essay," but will merely add that, although as a teacher I have often tested the fidelity of my pupils in self-scrutiny and self-

condemnation, yet I have never done so, systematically and continuously, upon "the Self-Reporting System," before the present season.

Believing that the majority of children are truthful, and that, therefore, this instrumentality would be reliable, and that much good might result from its operation, immediately on my return from Boston, I introduced it into the "West Grammar School," in this place, applying it to the restraint of whispering, and the various telegraphic modes of communication, at which scholars are usually ready operators.

I annex a statement of the result, as recorded during a period of six weeks. Of one hundred and sixty-one different scholars composing the school, sixty-five have communicated in some one of the various modes, while ninety-six have wholly abstained. Among those who have communicated, there has been great disparity; some having done so but once or twice, and by sign only, while those most culpable have offended ten times. The aggregate number of instances of communication is two hundred and four. The school has been kept fifty half days, during the period comprehended in this report, giving an average of four cases each school session. The pupils are of different ages, from eight to seventeen. Of those self-condemned only eleven are girls. The number of girls in the school is about equal to that of the boys. At first I inflicted no punishment on those self-convicted of communicating; subsequently I have punished the repetition of the offence by detention, and by public and private reproof.

It may be asked, Are these statistics reliable? Are you not in doubt regarding the veracity of your scholars? My answer to these queries, may be inferred from the fact, that, with the aid of three assistant teachers, I have discovered two, and only two, instances of falsehood in the reports, and one of the scholars guilty, has been, is now, and we fear ever will be notoriously mendacious; and even he has repeatedly pleaded guilty to the charge of communicating.

Previous to the introduction of "the Self-Reporting System," I addressed a serious appeal to the moral sense of my pupils, setting forth, by Scriptural reference and otherwise, the deep sin of falsehood, as well as its meanness. I have repeated the lesson whenever the propitious occasion has presented itself, and I must conclude from the sequel, that their hearts are right in this behalf. I have never condemned any scholar on suspicion. In judicial proceedings between man and man, we presume every one to be innocent, until proved guilty; but there are teachers who, reversing the legal maxim, presume guilt and require proof of innocence. I desire neither to be the Fouché nor the Draco of the school-room. By distrust,



children are made treacherous ; by harshness, brutal. Those teachers who are most deceived by their pupils, may have sowed the seed of the tares they reap.

JAMES M. BUNKER.

*Nantucket*, Jan. 21, 1854.

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For the Massachusetts Teacher.

WHEN an earnest and faithful member of our profession, one who has exerted an unusual influence in advancing the cause of education, by the high purpose, the noble spirit of self-sacrifice, and the habit of independent thinking which he has infused into the many teachers whom he has prepared for the duties of their employment,—when such a man is obliged to leave the field, and particularly when he is driven to that step by having sacrificed his health in his arduous endeavors faithfully to serve the public, it is highly proper that some notice be taken of it by the organ of the profession in the locality where he labored.

In September, 1840, the State Normal School, at Bridgewater, was opened under the auspices of the Board of Education, with Nicholas Tillinghast as its Principal. At that time, there was in the community much opposition to the system of Normal Schools, and Mr. Tillinghast encountered a full share of it. But he had counted the cost before beginning the work, and quietly, unostentatiously, though resolutely and diligently, he worked on. He labored under many disadvantages. Many of those who were admitted into his school were but poorly prepared, and many were not naturally adapted to the business of teaching ; and whenever one of them failed in an attempt to teach, though the person might not have been his pupil more than two or three months, yet every such failure was, by the opponents of the system, used as an argument against the school. Still he worked on, possessing, in the consciousness of having done his duty, a far nobler reward than the praises of men. With the exception of fourteen weeks of ill health, he discharged the duties of his very responsible situation from the opening of the school to July, 1853, when his health entirely gave way, and he found it impossible to continue his labors. His resignation, however, was only accepted by the Board conditionally.

Mr. Tillinghast is not only a devoted teacher fully realizing the very solemn responsibility of the employment, but he is eminently successful in training the intellectual powers of his pupils. A hard student, a thorough and accurate scholar himself, he never was satisfied with anything short of close application and accurate scholarship in them. For every statement

made in a recitation, he insisted upon a sound and sufficient reason. His modes of teaching, though he made very little noise about them, were philosophical, and always based upon principles, and not, as it too often happens, upon arbitrary rules. He possessed immense power in the awakening of thought in his pupils, and in making them stand on their own feet. His influence upon the character of our public instruction has been very great, for we find his methods of teaching adopted in very many of the best public schools, although the teacher is frequently not aware of the source from which the methods he uses were obtained.

It is the earnest wish of all who know and appreciate him, that he may again be able to take some important post in the educational field in our State; but even if his career as a teacher should be already closed, judging from what he has accomplished, it will have been a long one.

At the close of his connection with the school at Bridgewater, his pupils past and present made up for him a handsome purse to be used in travelling for his health, and he has complied with the wish thus expressed, by taking up his residence for the winter in Florida. E.

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#### PLYMOUTH CO. TEACHERS' ASSOCIATION.

THIS Association held its Eighth Semiannual Meeting at East Abington, Friday and Saturday, Dec. 16th and 17th, the President, Mr. Lewis E. Noyes, of Abington, presiding.

The meeting was opened with prayer by Rev. H. D. Walker, of East Abington.

The forenoon session of Friday was principally devoted to business.

The following gentlemen were chosen as officers for the ensuing year:

*For President*—Mr. F. Crosby, of Plymouth.

*Vice Presidents*—Messrs. M. P. McLauthlin, Rev. H. D. Walker, and Rev. E. P. Dyer.

*Executive Committee*—Messrs. L. E. Noyes, J. W. P. Jenks, M. Conant, E. P. Bates.

A Committee on Criticism was appointed, consisting of Messrs. Hewitt, Sheldon, Edwards and Collamore, and Misses Bailey and Jacobs.

The subject for discussion, as announced by Mr. Edwards, was—The Self-reporting System for Misdemeanors in School.

This was discussed by Messrs. Edwards and Barrell, in favor of, and Messrs. Jenks, —, Reed, Bates, (of North Bridgewater,) and Crosby, against this system.

The principal arguments in the affirmative were : It will afford opportunities for inculcating moral principles—it will assist the scholars in forming habits of truth-telling ; (and practice is needed in this, as well as in every other habit,)—it will form in the scholars the habit of watching their own conduct and actions, and in the end make better men and women of them—if the teacher does not trust his scholars, they will not trust him, &c. Those who argued on this side, claimed that this system should be used in connection with other modes of government, and not be depended upon alone ; and that it should be used not for the sake of discipline, but on account of its moral effect.

On the other hand, it was argued—that there are always some scholars who will take advantage of anything of this kind—that some have no moral culture at home, and would even prefer to lie rather than speak the truth—merchants might as well adopt the self-reporting system of accounts ; and if men cannot be trusted, how shall children be ?—that, as “ eternal vigilance is the price of liberty,” so eternal watchfulness is the price of good school discipline—it will teach the young to be honest as far as convenient, and otherwise, dishonest—that the honest, who report their misdemeanors, will be punished ; but the dishonest, who are doubly to blame, go unpunished—nothing gained by this system, except to give the scholars opportunities to lie—it takes away too much of the teacher’s authority—we cannot take children “ as young angels, and trust them as such,” &c.

The speakers on each side argued principally from their own experience.

At the commencement of the evening session of Friday, and of the two sessions on Saturday, the Committee on Criticism made their reports, which often elicited animated and witty replies.

A lecture was delivered before the Association on Friday evening, by E. A. Beaman, Esq., of Boston. Subject—Adaptation in the Development of Mind. The lecturer argued from analogy between the mind and the body, that knowledge should not be assigned to the young as a *task*, but only as their minds craved it—that the acquisition of knowledge should be the means, not the end—and, hence, that our present system of education is wrong.

A Committee to take into consideration the surplus in the Treasury, was appointed—Messrs. Jenks, Cornish and Hewitt—who reported that it was best “ to put it at interest as a fund for future exigencies that might occur ;” which report was adopted.

Lecture on Saturday, A. M., by R. Edwards, Esq., on “ Commerce.” This most excellent address has been before deliv-

cred, and full reports of it have appeared in the papers. The main idea, that the commerce of a place depends upon its physical character, was ably demonstrated. The illustrations were to the point, and showed that the lecturer possessed not only a "schoolmaster's, but also a statesman's knowledge of politics and scientific geography."

After this lecture, the lecture of the previous evening was discussed, by Messrs. Reed and Bates, of Abington, in opposition to the lecturer; and Mr. Crosby, of Plymouth, in support of him.

It was argued on the one hand, that there was not that analogy between the body and the mind that the lecturer had claimed — that they were of entirely different natures — that the analogical, is not a logical mode of argument in introducing a new theory; that "tasks" are *essential* to *discipline*; and that many of the lecturer's conclusions were indefinite and incorrect.

On the other hand, it was argued, "that there were some good things in the lecture, and that some of the statements made did not mean what they seemed to at first."

*Saturday, P. M.*—Mr. Conant, of the Bridgewater Normal School, delivered a very interesting and instructive extemporaneous address on the means of making the life of the teacher agreeable — unlike "old sermons." It was said, the teacher must "have faith" — must take large views of other subjects than those immediately connected with the school — must not let his peculiarities be so marked that any one may say "there goes the schoolmaster" — must be well read in the history of common studies — that if this advice is followed many a demon will flee away — that we must not depend on one system alone — each mind is an original — by matching different minds, we find a rich combination of which we never shall weary — this is new life every day — every day we shall find less and less difficulty — every teacher must have a different way of his own, or else he is not true to himself — a teacher really earnest will not mistake the right way. Mr. Conant closed with a few remarks showing the necessity of female teachers; saying that the strength of mind was the same in both sexes, and that the superior in either is the effect of culture — referring to Mrs. Somerville as a lady "who enriches everything she touches."

Mr. C. gave some interesting accounts of his own experience, and showed conclusively, that as far as he was concerned, (to use his own language,) "the teacher's life and joys are new every morning, and fresh every evening."

A committee of one from each town in the county, was chosen to ascertain the number of teachers present from each town; and their report showed that there were 112 present. From



East Bridgewater 2, Duxbury 3, Kingston 5, North Bridgewater 4, Hingham 3, Abington 20, South Scituate 6, Marshfield 5, Hanover 8, Hanson 4, Pembroke 3, West Bridgewater 1, Bridgewater, (including members of the Normal School,) 37, Middleboro' 5, Halifax 1, Plymouth 4, Scituate 1.

The Committee on Resolutions reported the following; which were adopted by the Association.

*Resolved*, That the warmest thanks of the Association be presented to the Local Committee, and to the people generally, for the hospitable reception and entertainment we have experienced at their hands — leaving nothing, in fact, undone, and more than doing all. Also, to the proprietors of the church, for the use of the same so kindly afforded us.

*Resolved*, That our thanks are due E. A. Beaman, Esq., for the instance afforded on Friday evening, of devotion to ideas, in whose advocacy we can but believe him honest, as we know him to be earnest; although we must at the same time firmly dissent from the same. Also, to R. S. Edwards and Marshall Conant, Esqs., for their very instructive and valuable addresses.

*Resolved*, That our extemporaneous Quartette Club, (Messrs. Barrell, Ford, Mayhew and Packard,) merit our thanks for the cheering song furnished by them.

*Resolved*, That our sincere thanks be given to L. E. Noyes, Esq., for the acceptable manner in which he has discharged the responsible duties of the Presidency of our Association during the present year.

The exercises of the meeting were closed with prayer by Rev. H. D. Walker, and with the singing of "Old Hundred."

The meetings were held at Manamooskeagin Hall, with the exception of the lecture on Friday evening, which was delivered in the Rev. Mr. Walker's church.

This was one of the most interesting meetings the Association has ever had. Animation pervaded all the exercises; and without doubt all the teachers present went home to their arduous labors with refreshed strength and new interest.

The next meeting will be held the second Friday and Saturday of June, 1854, at a place hereafter to be announced.

EDWARD P. BATES,

*Secretary pro tem.*

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## NORFOLK COUNTY TEACHERS' ASSOCIATION.

## ELEVENTH SEMIANNUAL SESSION.

Quincy, Dec. 22, 1853.

THE Association met at the Town Hall, this morning, at half-past 10 o'clock, and was called to order by D. B. Hagar, of Jamaica Plain, President.

Prayer was offered by the Rev. Mr. Clarke, of Quincy.

The President then read a brief address on the subject of Teachers' Associations.

At eleven o'clock H. Willey, Esq., of Braintree, addressed the Association in a lecture on the "Hindrances to successful Teaching."

At the close of the lecture, which was listened to with deep interest, Messrs. Kneeland, of Dorchester, and Smith, of Cambridge, remarked upon the subject of the same.

Voted to adjourn till 2, P. M.

## AFTERNOON SESSION.

The Association reassembled at 2, P. M., for discussion. Subject—"The Means of keeping Scholars constantly occupied during School Hours."

Mr. Snow, of Dorchester, opened the discussion, and, among other things, suggested map-drawing as useful and interesting employment for the spare moments of pupils.

Mr. Wellington, of Quincy, advised an appeal to the scholar's desire to be useful, and, by this means, to awaken the spirit of industry. The fear of punishment he reserved for the perversely idle.

Mr. Woodbury, of Dorchester, would give scholars so much to do they would have no time to be idle.

Mr. Wheeler, of Quincy, thought it was none too early to contrive some way for keeping pupils employed, if it could be done without burdening the already overloaded teachers with new duties. He did not see where they would find time or health for many more kinds of school work.

Mr. Hagar recommended scientific reading for students whose abilities enable them to get their lessons in less time than their classmates. He thought industry would be promoted by having the times for all the exercises of the school fixed.

Mr. Kneeland explained his plan of arranging his classes in a certain order which he followed, without, however, regarding the hours at which the recitations begin and close. By this system he could spend more or less time with a class according to the demands of the subject under consideration, and thus awaken interest in the lessons and promote industry.

The discussion was continued by Rev. Mr. Clarke, Messrs. Gage, of Jamaica Plain, Slafter and Stevens, of Dedham.  
Adjourned till 7, P. M.

## EVENING SESSION.

At seven o'clock, Mr. Smith, of Cambridge High School, read a lecture on "The Study of the Classics."

The lecture was an earnest appeal in behalf of the old English authors, who are so apt to be neglected for the popular fictions of the day.

The subject of the lecture was discussed by Messrs. Smith, Morton, and Thayer, of Quincy.

## FRIDAY MORNING.

At nine o'clock the subject of "Mental Arithmetic" was discussed.

Mr. Weston, of Roxbury, gave some explanations of mental operations in computing interest. Mr. Metcalf, of West Roxbury, gave a method simplifying and abbreviating the work of casting interest.

Mr. Kneeland gave an account of a man who complained that his son could solve arithmetical questions mentally which he could not with slate and pencil. He also showed the economy of mental processes.

Mr. Richardson, of Dedham, thought that scholars ought not to have the book before them in recitation. Their habits of attention may be cultivated by obliging them to remember questions of considerable difficulty as given out by the teacher.

Mr. Hagar suggested a method of abbreviating the computation of interest.

At eleven o'clock the Rev. Mr. Chaplin, of West Dedham, delivered a lecture on "The particular Aim of the Common School." The lecturer treated his subject with a nice discrimination of what is, and what is not, the business of the school-room. We believe that our Association has seldom been permitted to listen to a more able and instructive address.

Adjourned till 2, P. M.

## AFTERNOON SESSION.

The Association assembled after dinner, and, after some brief speeches on the social duties of teachers, Mr. Kneeland, of Dorchester, submitted to the meeting the following motion, which was enthusiastically adopted.

Voted, That the thanks of this Association be presented to those gentlemen who have lectured before us on this occasion, for the instruction they have so eloquently offered us; to the

inhabitants of the Centre District of Quincy for their generous hospitality; to the committee of arrangements for their excellent provisions for our comfort; and to the gentlemanly proprietor of the Hancock House for the accommodations he has afforded us.

The Association then adjourned.

This meeting of the Association not only exhibited an increasing interest in the cause of education, but showed to all present that the Teachers of Norfolk County are determined to know all their duties and also their rights. All the discussions were animated, interspersed with wit and repartee, and abounding in good sense and mutual kindness.

Though the teachers returned from this meeting through a drenching rain storm, yet we are confident that they left Quincy with improved ideas of their vocation, and better fitted for their labors of the winter, and, therefore, will come together with increased ardor at the next semiannual session.

C. SLAFTER, *Sec'y.*

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### BARNSTABLE COUNTY TEACHERS' ASSOCIATION.

THIS Association held its Annual Meeting at Pine Grove Seminary, in Harwich, commencing on Thursday evening, Dec. 22. Prayer was offered by Rev. Mr. Willey, of the Cherokee Mission. A committee was chosen to arrange the proceedings and to report a list of officers for the ensuing year. The audience for the evening consisting mostly of teachers of the town schools and scholars of the seminary, Daniel Leach, Esq., of Roxbury, who was present, was invited to speak on the subjects of Arithmetic and Geography. His remarks and illustrations were highly interesting.

Rev. Mr. Willey being called upon, gave an account of the state of Education among the Cherokees, with whom he had been laboring for eight years, speaking particularly of the very flourishing Female Seminary supported by that nation. He dwelt on the futility of efforts to elevate this people, or any other, by education alone disconnected from the influence of religion.

On Friday, the Association met at half-past 9, A. M. Prayer was offered by Rev. M. H. Wilder. The first exercise announced was a lecture by Daniel Leach, Esq. Mr. Leach presented, by request, the subject of Grammar. He showed how the study of *words* was calculated to excite thought among pupils. All words had at first but one meaning. Tracing back



those words which are now used figuratively to their original *one meaning*, derivations to their primaries, employing certain words in writing sentences, analyzing sentences and figurative expressions, noting the history of a people as embalmed in the words of their language—all tended to lead the pupil to look at things singly, to give him correct mental habits, and to cultivate the taste and imagination.

At half-past ten the Committee called up the following Resolution, which was laid over at the last meeting, the discussion of which occupied most of the time of the present sessions:—

*Resolved*, That the efficiency of the Schools of this County would be promoted by abolishing the District system.

The arguments used in support of this resolution are too many and too familiar, at the present day, to be reported here. Mr. Leach gave very many facts from his own extensive observation, showing the superiority of those schools under the new system over the others, and the entire satisfaction of those who at first opposed the change.

J. B. Tallman, Esq., of Rhode Island, a county inspector of Schools, in his own happy manner, threw light upon the subject. Messrs. S. C. Dillingham, of Sandwich, Tripp, of Hyannis, Wilder, Brooks and Sproat, of Harwich, Dickinson and Atwood, of Chatham, continued the discussion in the afternoon. A committee was chosen to secure the agitation of the subject in the different towns of the Cape, and its discussion in the county papers. It was voted to lay the resolution on the table for future consideration.

Rev. N. S. Dickinson, of Chatham, then delivered to a large audience a very excellent lecture on the "Importance of Good Manners," entering very fully into the subject, and showing the importance of doing right things in the right way.

Notwithstanding a very rainy evening, a goodly number were present at this session. J. B. Tallman, Esq., gave a very eloquent and appropriate lecture on "Human progress and discoveries since the Middle Ages;" which was listened to with marked attention.

Mr. Brooks then introduced the following resolution:

*Resolved*, That greater care should be taken by parents that their children acquire early the habit of *reading at home*; and the best means usually afforded for acquiring this habit is the Sabbath School Library.

The resolution in all its bearings was very fully discussed by Messrs. Willey, Wilder, Tallman and Atwood, and was adopted.

The Association convened Saturday morning, at half-past 9. Mr. Tallman occupied an hour with very excellent remarks to teachers, giving many practical hints, drawn mostly from his own experience, on governing schools.

Rev. Mr. Wilder offered the following :

*Resolved*, That the interest of parents and guardians in the prosperity of our schools, would be promoted by levying a portion of the expense of the school on the scholars, as a condition of their enjoying the advantages of the public fund.

Much animated discussion arose upon this resolution. Messrs. Wilder and Tripp adduced many examples to show that the interest taken by parents in the education of their children, was in proportion to the money it cost them. Mr. Tallman and others, entirely dissented from such premises. Mr. Tripp had allowed that good scholars were made by good mothers. Now, if a dollar or two, said Mr. Tallman, will make good mothers, your principle is the true one. Facts were against it. The very best schools among us were those that were entirely free.

The resolution was lost.

The thanks of the Association were voted to D. Leach, Esq., Agent of the Board of Education, for his very important aid during the session ; to J. B. Tallman, Esq., for his very interesting lecture and remarks ; to the Citizens of Harwich, for their hospitality ; and to Sidney Brooks, for the use of his rooms for the meetings.

*Voted*, That the proceedings of the Convention be published in the county papers and the Massachusetts Teacher.

Adjourned *sine die*.

SIDNEY BROOKS, *Secretary*.

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## BOYS.

Boys should be admonished by teachers to beware of the following description of company, if they would avoid becoming like those with whom they associate :

1. Those who ridicule their parents or disobey their commands.
2. Those who profane the Sabbath or scoff at religion.
3. Those who use profane or filthy language.
4. Those who are unfaithful, play truant and waste their time in idleness.
5. Those who are of a quarrelsome temper, and who are apt to get into difficulties with others.
6. Those who are addicted to lying and stealing.
7. Those who take pleasure in tormenting animals and insects.

[For the Massachusetts Teacher.]

## MIDDLESEX COUNTY TEACHERS' CONVENTION.

PURSUANT to a call of the Committee appointed at an informal meeting of Middlesex Teachers, held in Boston, the 23d Nov. 1853, a highly respectable number of the Teachers of the County, assembled, the 30th of Dec., in the City Hall, Charlestown.

The Convention was called to order at 11½, A. M., by C. C. Chase, Esq., of Lowell, and organized by the choice of A. M. Gay, Esq., of Charlestown, as Chairman, and Elbridge Smith, Esq., of Cambridge, as Secretary.

Whereupon it was moved by C. C. Chase, Esq., That we resolve ourselves into a "Middlesex County Teachers' Association," which passed unanimously. On motion of L. P. Frost, Esq., of Waltham, the gentlemen, whose names were appended to the Circular calling the Convention, were appointed a committee to draft a Constitution. A committee was also chosen to prepare resolutions for the discussion of the Association.

The Convention then adjourned to 2, P. M.

The Convention having reassembled agreeably to adjournment, the committee to prepare a Constitution reported through its Chairman. On motion of L. P. Frost, Esq., the report was accepted and the Constitution adopted.

On motion of J. W. Hunt, of Newton, a Committee, consisting of Messrs. Frost, of Waltham, Smith and D. Mansfield, of Cambridge, Chase, of Lowell, and J. Swan, of Charlestown, was appointed by the Chair, to nominate officers for the ensuing year.

The committee, after consultation, submitted the following nomination, which was adopted.

*President*, A. M. Gay, of Charlestown.

*Vice Presidents*, J. P. Fiske, of Lowell; A. B. Magoun, of Cambridge; Daniel French, of Waltham; Charles E. Hovey, of Framingham; W. A. Stone, of Woburn.

*Secretary*, J. W. Hunt, of Newton Centre.

*Treasurer*, W. H. Ladd, of Cambridge.

*Executive Committee*, J. Kimball, of Lowell; Charles Hammond, of Groton; Rufus Sawyer, of Medford; L. P. Frost, of Waltham; E. W. Gale, of Malden.

After the choice of officers, the committee on resolutions reported the following, which from the lateness of the hour were laid on the table.

*Resolved*, That it would benefit the cause of education, to have a Superintendent of Schools appointed in each of the cities and large towns of the State.

*Resolved*, That the government of pupils in our schools should be, as nearly as possible, like that under which they will live when they become adults, in order that as citizens, they may not only be prepared to make laws, but also to yield unqualified obedience to them.

The Association was then favored with some encouraging and highly appropriate remarks from the Secretary of the Board of Education. He thought it truly a ground for encouragement that so many teachers, both ladies and gentlemen, were present at this *first* meeting of the Association from various parts of the County; that it augured well for the educational interests of Middlesex to see so many who had surmounted the obstacles thrown in their way by one of the severest snow storms that had visited us for years. He proceeded to state some of the defects, that he had noticed in similar gatherings, in their business transactions, as for instance, the wasting of time in unimportant matters, to the exclusion of business of greater moment. He would have the Association in its outset, take a high position and retain its true dignity, by giving to all questions that come under their consideration, their *just* weight. By such a course the Association could not fail of doing great good and receiving the meed of public approbation.

The Association then adjourned to 7, P. M.

Agreeably to adjournment, the Association was called to order by the President, and listened to a very interesting and suggestive lecture from the Secretary of the Board, on the "Culture of the Imagination." Every teacher in the County should have heard it, especially in its relation to the teaching of Geography, History, and Reading.

The Association was then adjourned to 9, A. M., of the following morning.

Pursuant to adjournment, the Association was called to order by the President. The proceedings of the previous day having been read, Prof. Agassiz, of Cambridge, was introduced to the audience as the lecturer of the morning. He took as his subject, "Geology, its Relations to the World's History," as illustrated in the formation of the Florida Coral Reefs. After the lecture an animated conference sprung up between the professor and several teachers on points suggested in the address.

On motion of C. Hammond, of Groton, the resolutions were taken from the table, and the discussion of the first in order occupied the remaining part of the day. Messrs. S. W. Wilson, of Charlestown, Hammond, of Groton, J. B. Morse, of Charlestown, Frost, of Waltham, Rufus Sawyer, of Medford, D. B. Hagar, of West Roxbury, Smith, of Cambridge, and J. E. Chase, of Dracut, participated in the debate.



Previous to the final adjournment, J. E. Horr, Esq., of Cambridge, offered the following resolutions, which passed unanimously.

*Resolved*, That the thanks of this Association are due to the Rev. Dr. Sears, for his eloquent and instructive lecture on the "Cultivation of the Imagination," and to Prof. Agassiz for his very interesting lecture on the Structure of Florida.

*Resolved*, That the thanks of this Association are also due to the City Government for the *free* use of the City Hall, for our sessions, and to those citizens who so generously received us to their homes.

The Association then closed a very interesting session by adjourning sine die. The next regular meeting will occur in April, 1854, of which due notice will be given by the Executive Committee.

J. W. HUNT, *Secretary*.

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## Resident Editors' Table.

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GEORGE ALLEN, Jr., . . . . . Boston. C. J. CAPEN, . . . . . Dedham.	RESIDENT EDITORS.	ELBRIDGE SMITH, Cambridge. E. S. STEARNS, W. Newton.
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## STATE NORMAL SCHOOL AT FRAMINGHAM.

THE former pupils and special patrons of this institution, as well as the public generally, will be gratified to learn that its long period of wanderings and abode in tabernacles has at length ceased, and that it now enjoys a permanent resting-place.

This institution is said to be the first which has been established in any country, for training female teachers at public charge. It is the oldest Normal School on this continent.

It will be recollected that for several years following their establishment, the Normal Schools of this State were regarded as an *experiment* of a somewhat doubtful character; and, though partly supported by the State and controlled by the State Board of Education, were not properly *State* institutions, until by formal act of the Legislature they were adopted, in 1845.

In order partly to add something to their limited funds and facilities, and partly to test, relatively, the good-will of the people towards the enterprise — the towns were invited by the Board to compete for the possession of the School. Lexington became successful, and the school first drew the breath of life within the walls of the old academy, and on the soil which drank the first patriot blood of the Revolution.

The building was not owned by the Board of Education or the State, but was rented to the school by its proprietors. After

the school had remained in Lexington about five years, increasing numbers of pupils and difficulties respecting enlargement, repairs, rent, &c., made it seem necessary to remove to some other place. A building formerly called "Fuller Academy," mostly gone to decay and for sale at a bargain, was discovered at West Newton, which it was thought might be rendered suitable. Encouraged by the efforts and good-will of some of the prominent men of that village, Rev. Samuel J. May, then Principal of the school, and Hon. Horace Mann, then Secretary of the Board of Education, acting in the name of their associates, purchased the premises for \$1500, a sum which Hon. Josiah Quincy, Jr., of Boston, immediately gave, directing the deed to be made to Mr. Mann. A subscription was raised in the village, and \$600 given towards fitting up the house and grounds. To these sums the State added about \$1800 more, and the school was removed to West Newton. In a few years the house became too small and inconvenient for the purposes of the school, whilst increasing travel in the vicinity, especially on the Worcester Railroad, directly under its windows, made it seem desirable to secure other and more suitable accommodations; besides, the premises occupied were, by the terms of purchase, private property.

An application was made by the Board of Education to the Legislature for an appropriation with which to procure a site and erect new buildings. The sum of \$6000 was granted, coupled with the condition that before building, the Board should receive proposals of land or money in aid of the same, from towns within fifteen miles of Boston. The invitations of the Board not having been very promptly responded to, they were further directed to receive proposals from towns within thirty miles from Boston. Competition now became quite brisk — more than twenty propositions were made. The most of these, however, were set aside as wholly ineligible — among them one from West Newton, whose citizens, though they subscribed liberally, committed the unfortunate error of supposing that there was really small danger of the removal of the school — and that they were only called upon to testify their desire to retain it, and their good-will towards it. Lexington, Salem and Framingham, urged their claims respectively, with great zeal. Of the three locations, Framingham, as the most central, was selected. At the same time it was determined to establish a new school in Salem.

Framingham gave nearly five acres of land and \$2500, and the Boston and Worcester Railroad Corporation gave \$2000.

The preparations for building were begun in March, and the house was dedicated Dec. 15, 1853. The school having by a general levee at their hall, given the people of West Newton a

parting testimony of respect and kind feeling, at the close of the Autumn term reassembled at Framingham, and resumed their customary labors, immediately after the dedication.

The new building is erected on the western slope of a beautiful hill in the very heart of the village, commanding a very extensive prospect, and nearly equally distant from two groves of trees, now the property of the State.

The house is of wood, in the Norman style of architecture, pointed and sanded to resemble freestone, simple and massive. A heavy double arcade occupies the central portion of the front, adding much to the imposing effect of the house. A massive door of oak opens under the lower arcade into a ground entrance hall, lighted by Grecian windows opening upon the arcade. At the right and left are spacious stairways leading to the halls above. Beyond the stairs at the right is a convenient room for philosophical apparatus, and for preparations for experimental lectures in physics, well furnished with pneumatic cistern, soft water, &c. This room opens directly into a spacious lecture-room. On the left of the entrance hall is a recitation-room,—two dressing-rooms, with water from the well and from the cistern, and a range of water-closets. The school-room occupies the largest part of the second or principal story. This is a spacious hall, well lighted by long, grained windows, protected by inside blinds. It is well furnished with a variety of means for ventilation, so that it is expected pure air in abundance will be secured under all circumstances. It has a great supply of "blackboard," &c. There are three platforms: one occupied by a piano; another by a table, for the purpose of consulting reference books; and the centre by the teachers. Just back of the last is a deep recess, on the sides of which are cases for reference books. The desks are double,—of black walnut, with bronze standard,—on the whole, perhaps, as graceful and elegant desks as have ever been made. On the front side of the hall, a door opens into a small room, to be used as a cabinet for minerals, &c.; and at the opposite corner is a similar room, fitted up with cases of black walnut, large table, &c., for a library. Between these two rooms, separated from them by passages, with doors opening into these passages, and also directly upon the central platform in the hall, is the Principal's room. This is lighted by Grecian windows, opening upon the second story of the spacious arcade, and affording a view of the whole valley. This room is so situated and planned, as to be easily accessible from every part of the house. Directly above this suite of rooms, is a large recitation-room and a room nearly filled by a huge rain-water cistern, holding about 3600 gallons, which supplies the water-closets, sink, apparatus-room, &c., with water. There is a forcing-pump connected with this, by

means of which a supply of water can be secured in a dry time. The building is about sixty feet square, exclusive of the arcade. It is the intention to ornament the grounds extensively with trees, shrubs, &c.

The DEDICATION took place on Thursday, Dec. 15, 1853, at 10 o'clock, A. M. The hall was densely crowded, and many were compelled to go away for want of room. The exercises commenced by the singing of an ode by the school. Hon. Judge Kinnicutt, chairman of the Board of Visitors, then made an appropriate opening address. Selections from the Scriptures were read, and prayer was offered by Rev. Dr. Vinton; after singing, the dedicatory address was made by Geo. B. Emerson, Esq., an original hymn by Miss Caroline G. Greeley, a member of the school, was sung, and Rev. Dr. Davis offered the prayer of dedication.

These gentlemen are all of them members of the Board of Education. Short addresses were then made by His Excellency Governor Clifford, chairman of the Board; Rev. Dr. Sears, the Secretary; and by Rev. Mr. Northrop, of Framingham, on the part of the citizens of that place.

After these exercises, at the invitation of citizens of the town, the Board and their guests adjourned to the Town Hall, where an entertainment had been prepared: Hon. C. F. Train presided. Speeches, characterized by good sense, and a profusion of wit, were made by Governor Clifford; Rev. President Walker, of Harvard University; Hon. Thomas G. Cary, late chairman of the State Educational Committee; Prof. Wm. Rogers, the distinguished geologist of Virginia; Dr. Sears; Hon. Lorenzo Sabine, late member of Congress; Rev. Mr. Peirce and Rev. Mr. May, former Principals of the school; Rev. Dr. Edward Beecher; Mr. Geo. B. Emerson; Rev. Dr. Gilbert; Prof. Agassiz; Hon. Judge Hopkinson, President of the Boston and Worcester Railroad Corporation; Rev. Mr. Tarbox, Secretary of the American Educational Society; Rev. Mr. Cutting; Hon. Isaac Davis—and others. Rarely has any occasion brought together so large a company of gentlemen distinguished for their literary and scientific character.

The institution, settled at last in a home of its own, and surrounded with accommodations somewhat worthy of its history and destiny, will, it is confidently believed, enjoy a greater degree of prosperity than ever before.

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Aristotle says that to become an able man in any profession whatever, three things are necessary—which are nature, study, and practice.